

Tennessee Correction Academy

Our Mission, Our Vision, Our Goals

Mission Statement

To ensure state-of-the-art training to all employees whom we have the opportunity to serve.

Vision Statement

The Tennessee Correction Academy, through a focus on professional service, will set the example for excellence in the delivery of criminal justice training.

Values

- Implementing a targeted training system
- Operating in a quality training environment
 - Making training a leading priority

Pre-Service Training for TDOC – FY 2007-2008

Class #	Begin/End Date of Correctional Officers	Begin/End Date for Non-Security for TDOC
501	July 9 – August 17	Cancelled
502	July 30 – September 7	August 6-17
503	August 20 – September 28	August 27 – September 7
504	September 10 – October 19	September 17 – 28
505	October 1 – November 9	October 8 – 19
506	October 22 – November 30	October 29 – November 9
507	November 13 – December 21	November 26-December 3
508	December 3 – January 25	December 10-21
509	January 7 – February 15	January 15 – 25
510	January 28 – March 7	February 4-15
511	February 19 – March 28	February 25 – March 7
512	March 10 – April 18	March 17 – 28
513	March 31 – May 9	April 7-18
514	April 21 – May 30	April 28 – May 9
515	May 12 – June 20	May 19 – 30
516	June 2 -	June 9- 20
517	June 23	

Pre-Service Training for TDCS – FY 2007-2008

Class #	Begin/End Date of TDCS Personnel
501	Cancelled
502	July 30 – September 7
503	August 20 – September 28
504	September 10 – October 19
505	October 1- November 9
506	October 22 – November 30
507	November 13 – December 21
508	December 3 – January 25
509	January 7 – February 15
510	January 28 – March 7
511	February 19 – March 28
512	March 10 – April 18
513	March 31 – May 9
514	April 21 – May 30
515	May 12 – June 20
516	June 2
517	June 23

CORE TRAINING

2007-2008 Training Year Course Schedule

Common Core

These two-day, sixteen (16) hour programs are delivered locally for TDOC staff who do not attend 32 hours of training at the Academy.

Common Core 2007-2008
<ul style="list-style-type: none">• Ethical Anchors• Dealing with Difficult People• TDOC System Overview/Update• Intro to NIMS• Managing Workplace Stress• Meth is Death• Psychology of Lying• Games Criminals Play• Policy Review

“Air Course Academy”

This year the Academy will continue to provide numerous training opportunities to the field through its distance learning training program. Nicknamed the “*Air Course Academy*”, this program allows a highly cost-effective means of providing training for specifically targeted employee groups. Training schedules will be made available through local Training Specialists and will be published on the Academy website.

There are essentially two forms of programming anticipated for the delivery of training. Either Point-to-Point, or Multi-Point, hookups are available and are described below.

Single Site, or *Point-to-Point*, programming from the Academy to a single receiving location is absolutely *free* and requires only the simple mechanism of individual scheduling for one time occurrences – or rotational scheduling, if repetitive system-wide coverage is desired. It uses and coexists on the Department’s existing network with no connect charge incurred for either of the two participating locations.

Examples:

- ⇒ Single-site reception of a **live** satellite downlink from the Academy
- ⇒ Single-site reception of pre-recorded material from the Academy (satellite rebroadcasts, previously conducted training sessions, training videos, etc.)
- ⇒ Single-site live interactive programming from the Academy

Multiple Site, or *Multi-Point*, programming from the Academy to several simultaneously receiving locations requires external hardware resources from the Office of Information Resources (OIR) and involves an hourly charge for all participants. Connect charges of \$25.00 per hour per site are incurred. For instance, a Multi-Point session including the **Academy**, West Region’s **WTSP**, Middle Region’s **DSNF**, and East Region’s **NECX**, would cost \$100.00 per hour.

Examples:

- ⇒ Simultaneous system-wide time or event-critical meetings or conferences
- ⇒ Simultaneous system-wide time or event-critical training for specific employee categories

Video Conferencing Library

TOPIC TITLE	SOURCE	DATE OF BROADCAST	LENGTH (MINUTES)	MEDIA
Achieving Excellence in Correctional Victim Services Through Collaboration	National Institute of Corrections	2006, September 11-14	840	4- DVD
Making the Media Work for You	National Institute of Corrections	2006, May 3	180	DVD
Preventing Sexual Abuse of Children & Youth in Custody	National Institute of Corrections	2006, June 28	180	DVD
Achieving Excellence in Correctional Victim Services Through Collaboration	National Institute of Corrections	2006, June 14-15		2-DVD
Drug-Drug Interactions and Metabolic Complications of HIV Infection	Albany	2005, October 26	120	DVD
The Diagnosed Patient: HIV, Mental Health & Substance Abuse	National Institute of Corrections	2005, March-Sept.	180	DVD
Community Supervision: Using Strength-Based Family-Focused Approach	National Institute of Corrections	2005, March 16	180	DVD
Correctional Leadership	National Institute of Corrections	2005, March 02	180	DVD
Strategies for Building Effective Work Teams	National Institute of Corrections	2005, June 14-15	720	3 -DVD
Prison Rape Elimination Act Affects You, Phase 2	National Institute of Corrections	2005, January 26	180	DVD
ADA in Corrections	National Institute of Corrections	2005, February 15	180	DVD

Future Force: Building a 21 st Century Community Corrections Workforce	National Institute of Corrections	2005, August 3	180	DVD
Classification of High Risk Offenders	National Institute of Corrections	2004, September 01	180	DVD
Correctional Staff Wellness	National Institute of Corrections	2004, June 16	180	DVD
How the Prison Rape Elimination Act Affects You, Phase 1	National Institute of Corrections	2004, July 21	180	DVD
Institutional Culture	National Institute of Corrections	2003, July 23	180	DVD
Transition from Prison to the Community	National Institute of Corrections	2003, February 12	180	DVD
Building Employee Success with an Effective Field Training Officer Program	National Institute of Corrections	2003,	180	DVD
A Collaborative Approach to Staff Recruitment and Retention	National Institute of Corrections	2002, August 28	180	DVD
Options for Managing Difficult Inmates	National Institute of Corrections	2001, June 13	120	DVD
Addressing Staff Sexual Misconduct	National Institute of Corrections	2001, December 12	120	DVD
Lockup: Women Inside Valley State	MSNBC	2001, April 26	56	DVD
Mental Health Issues and Juvenile Justice	Office of Juvenile Justice Delinquency of Prevention	2001, April 19	120	DVD
Correctional Strategies in Gang Management	National Institute of Corrections	2000, June 19	120	VHS

What About Girls? Females and the Juvenile Justice System	Office of Juvenile Justice Delinquency of Prevention	1999, May 24	120	DVD
Risk Factors for Successful Interventions for Serious and Violent Offenders	Office of Juvenile Justice Delinquency of Prevention	1998, September 17	120	DVD
Cognitive Approaches to Offender Behavior	National Institute of Corrections	1998, September 16	120	VHS
Gangs, Corrections and the Community	National Institute of Corrections	1998, May 10	120	DVD
Crime & Punishment: The Prison of the Future Night Line	ABC Network	1998, March 26-27	90	VHS
Managing Youthful Offenders in Adult Institutions	National Institute of Corrections	1998, January 14	120	DVD
Comprehensive Juvenile Justice in State Legislatures	Office of Juvenile Justice Delinquency of Prevention	1998, February 24	90	DVD
Psychopaths: Their Nature and Impact on Corrections	National Institute of Corrections	1998, August 05	120	VHS
Leadership Challenges in Juvenile Corrections and Detention	Department of Justice	1997, May 29	120	VHS
Youth Gangs in America	Department of Justice	1997, March 21	120	DVD
Juvenile Offenders and Drug Treatment: Promising Approaches	Office of Juvenile Justice Delinquency of Prevention	1997, December 5	120	DVD
What Works and What Doesn't	National Institute of Corrections	1996, June 12	120	DVD
Has the Juvenile Court Outlived it's Usefulness	Office of Juvenile Justice Delinquency of Prevention	1996, December 13	105	DVD

Restorative Justice	National Institute of Corrections	1996, December 12	120	VHS
Addiction Severity Index			130	DVD
Riverbend Max	Microsoft – NBC Network (MSNBC)		43	DVD
Keepers: The Other Inmate	Arts and Entertainment TV (A & E)		45	DVD

Tennessee Department of Correction Pre-Service Category Listing

Course Code	Course Title	Hours	Who Attends
AS	Adult Security	240	New hires into all security ranks (Correctional Officers through Unit Managers). Rehires if gone more than one (1) year from TDOC.
AC	Adult Counselors	80	New hires into counselor through counselor manager positions. Rehires if gone more than two (2) years from TDOC and have not been through the two-week pre-service program.
AT	Adult Treatment	80	New hires or rehires if gone more than two (2) years or have not been through the two-week pre-service course. Psychological/Psychiatric positions/Chaplains/Medical/Dental/Vocational Instructors/Teachers/Recreation Specialists/Assistants, Volunteer Coordinator.
AA	Adult Auxiliary	80	All Auxiliary new hires who, due to their duties, will have frequent inmate contact.
AA	Adult Auxiliary	40	All Auxiliary new hires whose duties rarely involve inmate contact.
AFS	Adult Food Stewards	80	Food Service positions requiring two weeks: Food Service Workers, Food Service Managers/Assistant Managers

Tennessee Department of Correction In-Service Courses FY 2007-2008

Code	Course Title	Offerings	Class Size	Hours	Who Attends
AS	Adult Security	(36) Weekly except when Corporals Attend	72	32	Correctional Officer; Clerical Officer
AS/C	Adult Corporals	(12)	32	32	Correctional Corporals; Correctional Treatment Technician; Supervisor
ATO	Adult Transportation Officers	(6) July 16-20 July 30-Aug.3 Aug. 6-10 Aug. 20-24 Sept. 10-14 Oct. 22-26		32	
CCN	Correctional Counselors/ IRC's	(9) Sept. 5-7 Nov. 14-16		16	Wednesday at 1:00 – Friday Noon

		Jan. 23-25 Feb. 13-15 Feb. 27-29 Mar. 26-28 Apr.30-May 2 May 27-30 June 18-20			
Code	Course Title	Offerings	Class Size	Hours	Who Attends
CH	Chaplains	(1) April 13-15		16	Chaplains
CM	Correctional Managers	(11) Sept. 17-18 Oct. 8-9 Nov. 5-6 Nov. 26-27 Dec. 17-18 Feb. 11-12 Mar. 24-25 Apr. 28-29 May 19-20 June 2-3 June 23-24		16	Monday-Tuesday Security Positions – Sgts. and above Mid-Level and Senior Other Positions – Mgrs. of other departments
FS	Food Service Generic	(5) Sept. 12-14 Nov.7-9 Jan. 9-11 Feb. 20-22		16	Food Service Workers – Wed.1:00 – Friday noon

		June 25-27			
FS/AM	Food Service Asst. Managers	(1) May 5-9		32	Food Service Assistant Managers
Code	Course Title	Offerings	Class Size	Hours	Who Attends
M	Maintenance	(3) Sept. 10-11 Jan. 7-8 Apr. 21-22		16	Maintenance, as designated (Monday-Tuesday) 8:00 – 5:00
RS/A	Recreational Specialists/Assistant	(2) Oct. 24-26 Mar.12-14		16	Recreational Specialists/Assistants (Wednesday 1:00 – Friday Noon)

Tennessee Department of Children's Service Pre-Service Category Listing

Course Code	Course Title	Hours	Who Attends
CSO	Children's Services Officers	160	New hires into all security ranks (Children's Service Officers through Children's Service Managers). Rehires if more than one (1) year from TDCS or have not attended three-week pre-service program.
JT	Juvenile Treatment	40	New hires into classifications of counselor through counselor manager. Rehires if gone more than one (1) year from TDCS or have not been through two-week pre-service program. Psychological/Psychiatric positions, chaplains, medical/dental, teachers, vocational instructors, recreation specialists/assistants/Contract YSO's
JA	Juvenile Auxiliary	40	Auxiliary positions requiring one-week pre-service program are : Facility Managers, Supervisors, Building Maintenance Workers, Carpenters, Mechanics. Auxiliary positions requiring only one (1) week (40 hrs.) are: Boiler Operators, Treatment Plant Operators, Property Officers, Procurement Officers, Storekeepers, Food Service Managers/Assistant Managers, Food Service Workers, Store Clerks, Records Clerks, Fire Safety Managers.

Tennessee Department of Children's Services In-Service Courses FY 2007-2008

Code	Course Title	Offerings	Class Size	Hours	Who Attends
ATO-J	Transportation Officers for DCS	(21) August 13-17		40	Begins Monday at 8:00 a.m. – Friday noon.
CSM	Children's Services Managers	(3) Sept. 17-21 Dec. 10-14 Mar. 3-7		32	All managers – Classes begin at 12:00 noon on Monday - 4:00 p.m. on Thursday.
CSO	Children's Services Officers	(11) Aug. 6-10 Aug 27-31 Oct. 8-12 Nov. 5-9 Dec. 3-7 Dec. 17-21 Jan. 14-18 Feb. 25-29 April 7-11 May 19-23 June 9-13		32	Youth Service Officers; Community Residential Security 12:00 noon Monday – 4:00 p.m. on Thursday

Code	Course Title	Offerings	Class Size	Hours	Who Attends
FS	Food Service Generic	(5) Sept. 12-14 Nov. 7-9 Jan. 9-11 Feb. 20-22 June 25-27		16	Food Service Workers – Wed. 1:00 – Friday noon.
FSM-J	Food Service Mgrs.	(1) April 21-25		32	Food Service Managers (Monday noon – Thurs.)
FSGH	Food Service Group Home Stewards	(1) Oct. 15-19		32	Group Food Service Stewards
FSS	Food Service Stewards – Serv Safe	(5) Oct. 1-4 Dec. 3-6 Jan.28-31 Mar.31-Apr.3 June 9-12		32	Food Service Workers Certification is good for Five (5) years.
M	Maintenance	(3) Sept. 10-11 Jan. 7-8		16	Maintenance, as designated (Monday and Tuesday – 8:00- 5:00

		Apr. 21-22			
Code	Course Title	Offerings	Class Size	Hours	Who Attends
RCM	Residential Case Managers	(3) Oct. 15-19 Feb. 4-8 Mar. 17-20		32	Juvenile Classification Counselors; Counselors 12:00 noon on Monday – 4:00 p.m. on Thursday If it is a holiday week – the class will begin 12:00 noon On Tuesday.
RS/A	Recreational Specialists/Assistants	(2) Oct. 24-26 Mar.12-14		16	Recreational Specialists/Assistants (Wednesday 1:00 – Friday noon)

Tennessee Correction Academy Specialized Training Schools FY 2007-2008

These programs are designed for those staff assigned to special activities. Other specialty courses target topics of interest for the corrections professional desiring to enhance information or skills.

Please Note: Unless specifically indicated, scheduled programs begin at 8:00 a.m. on the date(s) listed

Code	Course Title	Offerings	Class Size	Hours	Who Attends
BTLS	Basic Trauma Life Support	(3) Oct. 29-Nov. 1 Feb. 4-7 Apr. 14-18	25	32	Medical staff required to be certified or to be re-certified in emergency physical trauma conditions and procedures (Prerequisite: Current certification in I.V. Technique & Management).
CBT	CERT Basic Training	(2) Oct. 8-19 Apr. 28-May 9	30	80	
CT-C	CERT Team Commanders	Oct. 1-3		24	Class begins Tuesday at 1:00 p.m. and goes through Friday at noon.
CTT	CORE Train the Trainers	(1) Aug. 6-7	TBA	16	For institutional personnel assigned to deliver CORE training modules (8 hour Presentation Skills for New Trainers will be added - if required).
C/W	Commissary/Warehouse	(2) Apr. 16-18 June 4-6		16	Wednesday 1:00 – Friday noon.

Code	Course Title	Offerings	Class Size	Hours	Who Attends
DBT	Disciplinary Board Training	(1) Apr. 23-25		20	Wed. 8:00 – Friday noon – As designated
FI	Firearms Instructor Trg.	(1) Mar. 3-7		40	As designated
HN	Hostage Negotiators Training	(1) Mar. 3-7	15	40	As designated
HNU	Hostage Negotiators Update (Scenarios)	(4) Aug. 27-31 Oct. 29-Nov. 2 Mar. 17-20 June 9-13	15	16	Begins Monday at 12:00 noon and ends Wednesday at noon.
IFTO	Institutional/ Field Training Officer Update	(1) Nov. 1-2		16	As Designated – Begins Thurs. 1:00 – Friday noon
IV	IV Therapy	(2) Nov. 26-30 May 12-16		32	As designated
NST	New Supervisor's Training	(5) Aug. 13-17 Oct. 22-26 Jan. 7-11 Apr. 7-11 June 23-27	30	40	Required training for all newly appointed supervisors

Code	Course Title	Offerings	Class Size	Hours	Who Attends
P/M	Property/ Mailroom	(1) June 25-27		16	Wednesday 1:00 – Friday noon.
RA	Rugar Armorer Training	(1) July 24-27		32	Begins Tuesday at 8:00 a.m. – Friday 12:00.
RRA	Radio Repair Advanced	(1) June 16-18		20	Monday-Wednesday Noon
RRB	Radio Repair Basic	(1) Oct. 15-17		20	Monday-Wednesday Noon
SAN	Sanitation Training	(1) May 8		2/8	New inspectors – 8 hrs. Update -2.0 hrs. Thursday 8:00 a.m. – 5:00 p.m.
T4T	Train the Trainer	(1) Apr. 7-11		40	For staff newly rated as an Instructor Training Specialist or Correctional Academy Instructor or as designated.
TDT	Training Design Teams	(1) Dec. 10-11		16	As designated.
VO	Visitation Officers Training	(1) Oct. 22-23		16	Visitation Officers – Monday and Tuesday

ETHICAL ANCHORS

2.0 Hours

COURSE RATIONALE & DESCRIPTION

The tensions between doing right and yielding to wrong are so pervasive, Mark Twain once said, “Always do right – this will gratify some and astonish the rest.” In today’s workplace, however, just knowing what is right can be complicated. It seems that with so many entities telling us what is right and what is wrong, that we feel that we are drifting into uncharted ethical waters. Quick, clear-cut definitions of right and wrong are sometimes hard to find.

This course will offer insights on maintaining integrity in the workplace by establishing ethical standards to serve as anchors to keep us from drifting away from what is right. Our core values must be unchanging; they should be the same at home as they are in the workplace.

Through a series of lecture, guided group discussion, and structured activity, this course offers expert advice and illustrations from respected business leaders. Some of their thoughts include: “Ethical behavior seldom results from last minute decisions” and “Organizations built on ethical compromise cannot sustain long-term momentum.”

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ List a minimum of five ethical principles discussed during this class.
- ◆ Explain why individual ethical behavior is imperative to the success of our department.
- ◆ Develop a list of strategies to reconcile espoused correctional ethics and the ethics that are actually expressed.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

DEALING WITH DIFFICULT PEOPLE -

ANGER MANAGEMENT

2.0 Hours

COURSE RATIONALE & DESCRIPTION

This course will address two of the most problematic issues in the work place today; dealing with difficult people and anger management. We’ve all had the experience of having to deal with difficult people and to appropriately respond to anger – our own and that of others - in an environment long known for high occupational stress and anger.

This course will identify and provide participants an understanding of commonly encountered “difficult people” and the skills required to manage them. The dynamics of “types” will focus upon how they interact with one another and techniques for improving these interactions. Anger in the workplace and techniques for minimizing its negative impacts will also be covered.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify the primary importance an individual’s *attitude* carries in any approach targeting “difficult people”.
- ◆ Identify three ways we communicate attitude and three major “attitude types”.
- ◆ List approaches in successfully dealing with: the hostile aggressive, the complainer, the silent passive, the “super agreeable”, the “naysayer”, the “know it all” and the “indecisive”.
- ◆ Identify thinking patterns and internal cues that precede feelings of anger and aggressive acts.
- ◆ Identify the critical skills and coping mechanisms in anger management which allow the expression of anger without loss of control or escalation of conflict.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14, 1-CTA-3A-21

TDOC SYSTEM OVERVIEW

1.5 Hours

COURSE RATIONALE & DESCRIPTION

It is important for employees in the Tennessee Department of Correction not only to remain aware of the current overall status of the Department as a whole but to understand how each important “puzzle piece fits”. In a constantly changing Department with worksites located far from one another, this can be difficult.

This course will employ lecture, guided discussion and videotape to update the employees with current system information such as: institution locations and missions, institution administrators, population, number of current and proposed expansion sites, the program offerings and custody designation of each. This course will also address current and proposed treatment initiatives available to inmates as well as providing a video taped discussion from Commissioner George Little discussing current and future directions for the Department through its strategic plan.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify all Department and CCA Tennessee facility locations, custody levels and major program functions.
- ◆ Identify the inmate population numbers for each facility.
- ◆ List at least three programs currently available for TDOC inmates.
- ◆ List at least three future inmate program initiatives proposed for future implementation.

TDOC POLICY

110.05

ACA STANDARDS

1-CTA-3A-14

1-CTA-3A-21

NIMS – NATIONAL INCIDENT MANAGEMENT SYSTEM

1.0 Hour

COURSE RATIONALE AND DESCRIPTION:

In February of 2003, President Bush issued Homeland Security Presidential Directive (HSPD) 5. This directive required that DHS develop and administer a National Incident Management System (NIMS). The idea behind NIMS is to provide a consistent nationwide template to enable all organizations to work together during a domestic incident. Until now, there have been no standards for domestic incident response that reached across every level of government and every response agency.

In addition to establishing NIMS, HSPD-5 requires federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for federal preparedness assistance by FY2005. The short-term way to comply is by adopting ICS (Incident Command System).

This course is **only** designed to notify correctional employees that this new system for handling emergencies is in effect and to expect it's utilization during widespread emergencies, especially those involving multiple agencies. It is **not** intended to provide training for implementation.

COURSE OBJECTIVES:

Upon completion of this class, the participant will be able to:

- ◆ Explain the need for NIMS.
- ◆ Identify the basic structure of the Incident Command System.
- ◆ Identify some types of situations that will be better handled by the implementation of NIMS.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

e-TOMIS REFRESHER
2.5 HOURS

COURSE RATIONALE AND DESCRIPTION

This course is designed to familiarize correctional employees with the e-TOMIS implementation of the older, 3270 version of TOMIS. While many employees are still use the old system, it lacks many of the new and necessary features implemented in the newer version. In fact, some functions of the old system are being eliminated entirely and now exist only in the e-TOMIS version.

This course will include an explanation of the features of E-TOMIS and how to look up information (our current Basics class). The course will also cover e-TOMIS components on cell searches, inmate property, contact notes, and entry of an Incident/Disciplinary.

Since this is a learning and familiarization class for a rather large number of participants, all procedures shall be conducted in the training environment and in unison.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- Utilize at least 3 of the unique features of e-TOMIS.
- Find inmate and staff information on e-TOMIS
- Enter a Cell Search Request and results.
- Enter a Contact Note.
- Enter an Incident and Disciplinary.

TDOC POLICY
110.05

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

SECURITY ISSUES FOR SUPPORT STAFF
2.0 HOURS

COURSE RATIONALE AND DESCRIPTION

Security has always been the number one priority of correctional facilities. Non-Security staff has always had some security responsibilities. While support staff are not usually called upon to directly perform security functions, their awareness of potential security problems is of great benefit to security personnel.

Many contraband items are discovered by support personnel, especially Food Service, TRICOR, and Maintenance employees. This is especially true of contraband tobacco products which are regularly discovered by maintenance or TRICOR personnel. Also support staff may be the first employees to identify security problems between or among inmates.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- Identify at least 3 contraband items likely to be discovered by support personnel. (should be specific to job title).
- Identify at least 3 institutional contraband concealment areas
- Identify at least 2 areas of contraband concealment on the body
- Identify at least 2 problems between or among inmates that might first be recognized by support staff.

TDOC POLICY
110.05

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

SECURITY THREAT GROUPS

2.0 Hours

COURSE RATIONALE & DESCRIPTION

This course of training will be presented as a game show where the participants will be asked to answer questions about Tennessee Department of Corrections policy on Security Threat Groups.

We will discuss how to identify a wide variety of STGs in TDOC by a wide variety of means such as tattoos, literature, colors, “representing” and associations. They will also have to answer questions about the appropriate steps to take per TDOC policy once a STG member has been identified.

The class should be divided into 3 to 5 groups and be allowed to consult with each other in order to answer multiple choice questions on the policy, identifiers, activities and management of Security Threat Groups found in the Tennessee Department of Correction.

COURSE OBJECTIVES

Upon completion of this class, the participant will:

- ◆ Have identified the most common gangs in the TDOC
- ◆ Have discussed at least three ways to detect a possible inmate gang member
- ◆ Have identified the appropriate steps of action when reporting suspected gang affiliation.

TDOC POLICY

110.05

110.06

110.07

506.08

506.09

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

MANAGING WORKPLACE STRESS

1.5 Hours

COURSE RATIONALE & DESCRIPTION:

Workplace stress derives specifically from conditions commonly encountered in the workplace – with detrimental effect upon the individual and those around him. These conditions may either cause stress initially or aggravate stress already present from other sources. Studies continue to point to the rapid growth of changing work factors as contributing to the recent sharp increase in stress levels in the workplace. Further, these studies have concluded that job-induced stress can occur at all levels within an organization.

This course will identify the leading causes of workplace stress and the risks associated with it, focusing extensively on reducing and managing individual stress levels.

COURSE OBJECTIVES:

Upon completion of this class, the participant will be able to:

- ◆ Identify the differences between “positive stress” and “detrimental” stress.
- ◆ Identify four visible negative impacts of stress upon the organization.
- ◆ List five techniques to reduce your immediate stress level.
- ◆ List five methods for controlling daily stress.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

"METH" IS DEATH

2.0 Hours

COURSE RATIONALE & DESCRIPTION:

Eventually and inevitably, prison reflects the world "outside the walls". Inmates sentenced to our custody bring with them, a reflection of contemporary ills. Currently epidemic in our society is the problem of Methamphetamine (more popularly referred to as "Meth") abuse. This drug – readily and cheaply manufactured, can be responsible for producing symptoms indistinguishable from organic psychosis in the user. Feelings of paranoia and acts of violence are hallmarks of chronic amphetamine abuse. In recognition of the potential for significant impact as more and more amphetamine users are sent into our system, it is important that correctional staff learn the signs, symptoms and ramifications surrounding methamphetamine abuse. This course, through lecture, guided discussion, and video ("**Meth is Death**"), will give participants an overview of methamphetamine abuse.

COURSE OBJECTIVES:

Upon completion of this class, the participant will be able to:

- ◆ Identify and discuss the types and ingestion routes of Methamphetamine use.
- ◆ List the physiological ramifications associated with Methamphetamine use.
- ◆ List the cognitive and psychological ramifications associated with Methamphetamine use.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

THE PSYCHOLOGY OF LYING

2.0 Hours

COURSE RATIONALE & DESCRIPTION

Within a correctional setting, staff and management alike spend an inordinate amount of time attempting to discern whether or not they are being lied to. Such acts of deceit can be committed by inmates, co-workers, supervisors, subordinates, visitors and others with whom they interact on a daily basis. This course provides participants with numerous bits of knowledge and skills to sharpen their ability to detect whether or not they are the victims of deceit. In order to enhance learner retention, a variety of training techniques are used in class, to include pre-test and post-test, discussions, group exercises, and case study analyses.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Become familiar with numerous signs of deception as indicated through body language, emotional states, interpersonal interactions, verbal content, and other general indications.
- ◆ Learn at least three (3) specific techniques to detect lies as they occur and to derive the actual truth.
- ◆ Effectively avoid being deceived by learning at least five (5) "trick of the trade" often used by liars so that they'll appear to be believable.

TDOC POLICY

110.01

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

STAFF/INMATE RELATIONSHIPS

1.0 Hours

COURSE RATIONALE AND DESCRIPTION

Staff manipulated into illegal relationships and activities by inmates is one of the most problematic issues in any correctional setting. We all have heard of these problems. It's often bewildering to other staff when we hear that an employee was "escorted out of the facility." This course will address the methods and tactics of manipulation and how to defend against them. It will have a self-evaluation component, allowing the participants to assess their own vulnerability. Decision exercises will be used to illustrate inmate approaches and staff responses - with an analysis of their effectiveness and possible outcome included in the course.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ♦ Identify how inmates get employees to let their guard down.
- ♦ Identify the challenges and hazards of cross-gender supervision.
- ♦ Identify the nature and behavior of sociopathic personalities.
- ♦ Identify the steps involved in the manipulation process.
- ♦ Complete a self-evaluation assessment
- ♦ Analyze common responses to manipulative tactics.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

POLICY REVIEW

2.0 Hours

COURSE RATIONALE AND DESCRIPTION

Knowledge of TDOC policies and procedures is essential to effective performance by the correctional employees. Part of the function of in-service training is the review of critical policies and the study of policy changes and application.

This broad spectrum review of policies and changes will be accomplished in a competitive game format. Teams will answer questions in order to advance in the game.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ♦ Identify correct responses to the relevant issues contained in policy-based questions in a "game show" format.
- ♦ Participate in guided discussions of correct responses.

TDOC POLICY

110.05

ACA STANDARD

3-4081

FIREARMS LAB

3.25 Hours

COURSE RATIONALE & DESCRIPTION

The Tennessee Department of Correction requires all security staff to qualify annually with the Mini-14 Rifle, .38 caliber Revolver, and the 12 gauge Shotgun. This course serves as a refresher for those staff who have been previously qualified. Through a series of lecture and demonstration, a certified firearms instructor will review the Department's policies on the "Use of Deadly Force", "Standard Firearms Qualification", and the safe and proper operation of each of the Department's standard-issue weapons. The instructor will review the components of marksmanship such as stance, grip, sight alignment, and trigger squeeze. Participants will demonstrate their knowledge of these firearms issues by attaining a minimum score of 75% on a written examination covering all of the information presented during the class.

COURSE OBJECTIVES

Upon completion of this class, the participant will demonstrate their knowledge concerning the use of firearms by attaining a minimum score of 75% on a written examination which covers:

- ♦ The Use of Deadly Force
- ♦ Standard Firearms Qualification
- ♦ Authorization to carry firearms
- ♦ Safety rules for proper handling of firearms
- ♦ Fundamentals of effective shooting
- ♦ Procedures for loading and unloading Department issued firearms

TDOC POLICY

110.05
110.06
506.07
506.08
506.09

ACA STANDARD

1-CTA-3A-14
1-CTA-3A-21

VISITATION - INTERPERSONAL AND SEARCH SKILLS

2.5 Hours

COURSE RATIONALE & DESCRIPTION

Effectively monitoring an institution's visitation program is vital to the security and safety of the workplace. Certainly, the knowledge of pertinent rules that apply to visitation and checkpoint entry must be second nature to staff assigned in this area. Appropriate search techniques and recognition of behavioral indicators that may signal trouble are also vital skills. This course will not only address the items identified above but will also focus upon the use of professional, courteous interpersonal skills in the execution of these duties.

Participants will use DVD-based scenarios to analyze common visitation problems and will use a team approach in the skills refresher component, covering personal searches. Common effective Interpersonal Communications techniques will also be addressed and evaluated during the skills component.

COURSE OBJECTIVES

Upon completion of this class, the participants will be able to:

- ♦ Identify the policies that apply to visitation and checkpoint entry – summarizing their key points.
- ♦ Demonstrate professional interpersonal skills while interacting with visitors and staff.
- ♦ Demonstrate proper search techniques for visitors and inmates attending visitation.
- ♦ Identify behavioral indicators that a person may be attempting to smuggle contraband through visitation.
- ♦ Practice and review a IPC/Search checklist to identify strengths and weaknesses in these areas.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14
1-CTA-3A-21

FIREARMS QUALIFICATION

4.0 Hours

COURSE RATIONALE & DESCRIPTION

The Tennessee Department of Correction requires all security staff to qualify annually with the Mini-14 Rifle, .38 caliber Revolver, and the 12 gauge Shotgun. During this live -fire component of annual firearms training, certified firearms instructors will supervise participants as they are engaged in both practice and qualification courses of fire. In addition to record-fire qualification, participants will be monitored for adherence to firearms safety standards.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Demonstrate firearms proficiency with the standard-issue 38 caliber revolver, by attaining a minimum acceptable annual qualification score of 200 (of 250) points under the direct supervision of a certified firearms instructor.
- ◆ Demonstrate firearms proficiency with the standard-issue .223 caliber rifle, by attaining a minimum acceptable annual qualification score of 80 (of 100) points under the direct supervision of a certified firearms instructor.
- ◆ Demonstrate firearms proficiency with the standard-issue 12 gauge shotgun, by attaining a minimum acceptable annual qualification score of 80 (of 100) points under the direct supervision of a certified firearms instructor.

TDOC POLICY

110.05

110.06

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506.08

506.09

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

ADULT CPR

4.0 Hours

COURSE RATIONALE & DESCRIPTION

The course is the Adult CPR component. This course is designed to prepare participants to respond to emergency situations by utilizing video and skill demonstrations as well as class discussion. The contents of each unit include:

(1) Definitions, (2) causes, (3) signs, (4) symptoms, and (5) First Aid care for emergency situations. The course will culminate with a post test and participants who successfully complete all components will be issued American Red Cross Adult CPR Certification Cards.

COURSE OBJECTIVES

Upon completion of this course, the participant will be able to:

- ◆ Demonstrate the techniques required in performing CPR.
- ◆ Complete a written test on CPR with a minimum score of 80%.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

CHEMICAL AGENTS

1.0 Hour

COURSE RATIONALE & DESCRIPTION

When it becomes necessary for correctional staff to use force against an inmate, the Tennessee Department of Correction provides approved options for the application of that force. One of these approved options is the appropriate use of chemical agents to subdue an inmate. Through the use of lecture and video, a certified instructor will review Departmental Policy 506.07.1 "*Use of Chemical Agents*" and cover the proper use, handling and delivery applications of aerosol oleoresin capsicum or "pepper spray". First-Aid procedures for those exposed to oleoresin capsicum will be discussed. The correct application of the standard issue aerosol delivery canister will be demonstrated by the instructor using inert agent on a "B-27" silhouette target, with each participant required to give a return demonstration.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Demonstrate understanding of the Departmental policy constraints for use of oleoresin capsicum by achieving a minimum score of 80% on a written examination covering the material addressed in the course.
- ◆ Demonstrate the ability to properly use aerosol chemical agents.

TDOC POLICIES:

110.01
506.07
506.07.1

ACA STANDARDS:

1-CTA-3A-14
1-CTA-3A-21

SELF DEFENSE (Electronic Restraint Devices)

2.5 Hours

COURSE RATIONALE & DESCRIPTION

Electronic Restraint Devices represent an effective non-lethal means of control in otherwise dangerous situations. It is imperative that all personnel required to potentially employ force be trained in the appropriate use of that force. This course will review the Department's policy on the use of Electronic Restraint Devices. It will demonstrate the use of ERD's through presentation and class participation. The course will discuss and demonstrate the proper use of the Nova Spirit and the Nova XR-5000 hand held stun devices as well as the Nova Electronic Stun Shield. It will also discuss when in a use of force continuum ERD's could be viewed as reasonable and necessary under the circumstances. Procedural guidelines pertinent to authorization and application of ERD's will be extensively addressed throughout the course.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify TDOC policy constraints as they relate to the use of ERD's.
- ◆ Identify the ERD's authorized for use in the TDOC.
- ◆ Identify the place ERD's occupy in the use of force continuum.
- ◆ Demonstrate the correct use of supplied ERD's.

TDOC POLICY

110.05
110.06
110.07
506.08
506.09

ACA STANDARD

1-CTA-3A-14
1-CTA-3A-21

THE DRUG FREE WORKPLACE (Managers)

2.0 Hours

COURSE RATIONALE AND DESCRIPTION

The Tennessee Department of Correction has a Drug Free Workplace policy that has been in effect for some time. The policy has been revised to include the testing of employees for drug and alcohol use. This revised policy took effect November 1, 2006. Employees need to be informed of the specifics of this policy, consequences of non-adherence, and what to expect test-wise. Managers and supervisors need additional information delineating their role in establishing and maintaining a drug-free workplace.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- Define a security-sensitive position.
- Name the circumstances under which an employee may be tested for alcohol and or drugs.
- Name the consequences of a positive drug screen and refusal to provide a sample for testing.
- List the expectations of the drug testing procedure.
- Define the management role in maintaining a drug free workplace.

TDOC POLICY

110.03, 302.12

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

STAFF/INMATE RELATIONSHIPS

1.0 Hours

COURSE RATIONALE AND DESCRIPTION

The manipulation of staff into illegal relationships and activities by inmates is one of the most problematic issues in any correctional setting. We all have heard of these problems. It's often bewildering to other staff when we hear that an employee was physically or emotionally involved with an inmate. This course will address the methods and tactics of manipulation and how to defend against them. It will have a self-evaluation component, allowing the participants to assess their own vulnerability.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify how inmates get employees to let their guard down.
- ◆ Identify the nature and behavior of sociopathic personalities.
- ◆ Identify the steps involved in the manipulation process.
- ◆ Complete a self-evaluation assessment

TDOC POLICY

110.05

305.03

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

DEALING WITH MALE VS. FEMALE INMATE ISSUES

2.0 Hours

COURSE RATIONALE AND DISCRIPTION

This course will address a wide variety of inmate issues by comparing and contrasting statistical information related to TDOC inmates. It'll examine how male and female inmates typically respond and behave in relation to anger, hostility, subordinate vs. supervisor roles. The course will especially focus on manipulation and retaliation skills and tactics used by inmates on staff and each other. It will also briefly examine social, ethnic, economic, family and intimate relationship issues. Although most of our employees have to supervise male offenders, it's still important that we address one of the fastest growing group of inmates today, female offenders.

The students will complete a 20 question quiz concerning statistical information about the crime types, percentage of inmates entering and leaving the department and most frequently asked questions about TDOC.

It will conclude by emphasizing the appropriate response staff must make to correct problems among inmates and staff. It will also stress the importance of appropriate behavior and response to maintaining institutional security and employee credibility.

COURSE OBJECTIVES:

Upon completion of this class, the participant will:

- ◆ Review statistical information on TDOC and state felon's.
- ◆ Identify the "typical" female and male offender.
- ◆ Identify female and male offender criminal/social histories.
- ◆ Contrast the differences between male/female offender communication styles.

TDOC POLICY:

110.05
305.03

ACA STANDARD: 1-CTA-3A-14; 1-CTA-3A-21

INTERVIEWING SKILLS

3.5 Hours

COURSE RATIONALE & DESCRIPTION

You've got an entry level vacancy in the organization's workforce...

You're tired of the shotgun approach to hiring that funnels applicants into the existing interview process, only to discover a short while after hiring and training them – that they're just not suited for the job or that they've simply failed to report for work – leaving you to face the expensive and time-consuming process all over again – all the while grumbling about the "revolving door" of staff hiring and retention difficulty that leaves you short-handed and without resources.

The key to matching the right person to the right job begins with the interview process. Through an analysis of the interview mechanism and the selection of strategic questions designed to measure applicant critical qualifications and characteristics, this course will provide supervisors with necessary tools and techniques in helping make that critical match. Participants will be required to identify critical job components and conduct a critiqued applicant interview in order to learn to apply and hone these techniques.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify critical job skills and personal characteristics required by a specific employment vacancy.
- ◆ Identify, select, or construct, interview questions designed to target the identification of required job skills and personal characteristics.
- ◆ Conduct an "applicant" interview and select a defensible "best match", based upon a comparative analysis of the person and the position.

TDOC POLICY

110.01

ACA STANDARD

1-CTA-3A-14
1-CTA-3A-21

THE DRUG FREE WORKPLACE(Line Staff)

1.0 Hour

COURSE RATIONALE AND DESCRIPTION

The Tennessee Department of Correction has a Drug Free Workplace policy. The policy has been revised to include the testing of employees for drug and alcohol use. This revised policy took effect November 1, 2006. Employees need to be informed of the specifics of this policy, consequences of non-adherence, and what to expect test-wise.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- Define a safety/security-sensitive position.
- Name the circumstances under which an employee may be tested for alcohol and or drugs.
- Name the consequences of a positive drug screen and refusal to provide a sample for testing.
- List the expectations of the drug testing procedure.

TDOC POLICY

110.01, 110.05, 302.12

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

BASIC TRAUMA LIFE SUPPORT

23.5 Hours

COURSE RATIONALE AND DESCRIPTION

Within the health services correctional environment, health care professionals must be able to respond immediately and effectively to a wide range of emergent health-related physical trauma conditions. The health care provider must be skilled in providing quick and systematic physical assessment in order to provide appropriate stabilization/basic life support treatment (and/or referral), for a wide range of emergency trauma conditions.

COURSE OBJECTIVES

This intensive three day training program is designed for the advanced medical professional who is responsible for providing rapid physical assessment, stabilization treatment for emergent-physical traumatic conditions within the facilities health service unit. The course consists of emergency assessment/management for a wide range of conditions. Pre-requisite for the course requires current certification in IV technique and management. Prior to the formal training seminar, pre-study information/material is provided to participants. At the conclusion of the course, candidates successfully passing the course examination are awarded a certification in BTLS which is valid for a period of three (3) years.

- | | |
|------------------------|---------------------------|
| a. Initial examination | h. Head trauma |
| b. Airway management | i. Burns |
| c. Chest trauma | j. Extremity trauma |
| d. Shock | k. Trauma in pregnancy |
| e. IV cannulation | l. Pediatric trauma |
| f. Abdominal trauma | m. Trauma arrest |
| g. Spinal cord trauma | n. Load and go procedures |

Upon completion of this course the participant will be able to:

- Demonstrate rapid and effective techniques in assessing a traumatized patient.
- Demonstrate rapid and effective techniques in the resuscitation of a traumatized patient.
- Demonstrate rapid and effective techniques in the packaging of a traumatized patient.
- Demonstrate rapid and effective techniques in the transport of a traumatized patient.

ACA STANDARDS: 3-4082 3-4335 2-9086-I Juv.

THERAPEUTIC INTRAVENOUS INTERVENTION:
“EMERGENCY AND MAINTENANCE”
23.5 Hours

COURSE RATIONALE AND DESCRIPTION

TDOC/TDCS nursing personnel should be proficient in assessment and in administration of IV Therapy and in performance of phlebotomy to patients in the clinic/institutional settings. According to Tennessee Nursing Laws, an LPN is not legally qualified to start or maintain IV Therapy unless he/she first completes an IV Therapy Course and has demonstrated the skill to the clinical supervisor at the institutional level. This course is designed to update and provide training to the nursing staff in administering emergency and maintenance of intravenous therapies and phlebotomy for blood collection.

COURSE OBJECTIVES

- Select and prepare the basic equipment and supplies for venipuncture and fluid/medication administration.
- Identify, inspect, and choose correct IV solution.
- Identify a patient who requires IV therapy and collect the necessary data.
- Perform the venipuncture process and calculate and establish prescribed flow rate.
- Perform venipuncture for blood collection.
- Perform the correct documentation for IV administration and phlebotomy for blood collection.
- Apply the correct principles for administration of IV medication, scheduling administration of drugs, and calculation of drug doses and dilutions.
- Demonstrate specific techniques for IV site care of peripheral and centrally placed IV catheters.
- Identify the policy for managing control of needles and syringes.
- Demonstrate proper documentation of IV site, fluid, rate, placement, and any signs and symptoms of complications.

ACA STANDARDS: 3-4082; 3-4335; 2-9086-1-JUV

ETHICAL ANCHORS
DCS Inservice – 2.0 Hours

COURSE RATIONALE & DESCRIPTION

The tensions between doing right and yielding to wrong are so pervasive, Mark Twain once said, “Always do right – this will gratify some and astonish the rest.” In today’s workplace, however, just knowing what is right can be complicated. It seems that with so many entities telling us what is right and what is wrong, that we feel that we are drifting into uncharted ethical waters. Quick, clear-cut definitions of right and wrong are sometimes hard to find.

This course will offer insights on maintaining integrity in the workplace by establishing ethical standards to serve as anchors to keep us from drifting away from what is right. Our core values must be unchanging; they should be the same at home as they are in the workplace.

Through a series of lecture, guided group discussion, and structured activity, this course offers expert advice and illustrations from respected business leaders. Some of their thoughts include: “Ethical behavior seldom results from last minute decisions” and “Organizations built on ethical compromise cannot sustain long-term momentum.”

COURSE OBJECTIVES

Upon completion of this class, the participant will:

- ◆ List a minimum of five ethical principles discussed during this class.
- ◆ Explain why individual ethical behavior is imperative to the success of our department.
- ◆ Develop a list of strategies to reconcile espoused correctional ethics and the ethics that are actually expressed.

TDCS POLICY
5.2

INTERVIEWING TECHNIQUES -
A WORKSHOP FOR MANAGERS
DCS Inservice – 2.0 Hours

COURSE RATIONALE & DESCRIPTION

You've got an entry level vacancy in the organization's workforce...

You're tired of the shotgun approach to hiring that funnels applicants into the existing interview process, only to discover a short while after hiring and training them – that they're just not suited for the job or that they've simply failed to report for work – leaving you to face the expensive and time-consuming process all over again.

Or you've got a promotional vacancy that has just opened up in the workforce...

In either instance, the key to matching the right person to the right job begins with the interview process. Through an analysis of the interview mechanism and the selection of strategic questions designed to measure applicant critical qualifications and characteristics, this course will provide managers with necessary tools and techniques in making that critical match. Using information derived from a combination of instructional strategies that include lecture/discussion and guided small group exercises, participants will be required to identify critical job components and conduct a critiqued applicant interview in order to apply and hone these techniques.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify critical job skills and personal characteristics required by a specific employment vacancy.
- ◆ Identify, select, or construct, interview questions designed to target the identification of required job skills and personal characteristics.
- ◆ Conduct an "applicant" interview and select a defensible "best match", based upon a comparative analysis of the person and the position.

TDCS POLICY
5.2

LEADERSHIP LAWS FOR MANAGERS
DCS Inservice – 3 Hours

COURSE RATIONALE & DESCRIPTION

Leadership skills all too often are developed purely by trial and error and remain exclusively dependent upon the innate abilities of the individual manager or supervisor. **The future of corrections depends upon its leaders, and it should not be left to chance!** Leadership skills information and instruction can and should be included in virtually every professional development opportunity for Youth Services supervisors and managers. This class, based upon John Maxwell's "*The 21 Irrefutable Laws of Leadership*", will introduce correctional managers to several of the most critically important "Laws of Leadership" covered in his book. During the class, participants will examine fifteen of these leadership laws through case studies, discussion and self-evaluation – developing an action plan for future improvement.

COURSE OBJECTIVES

Upon completion of this class, the participant will:

- ◆ Identify and prioritize the fifteen "Leadership Laws" covered in the course material, explaining the impact and application of each upon the participant's current job assignment.
- ◆ Conduct a performance self-evaluation in each of the "Leadership Law" items presented during the course.
- ◆ Develop a performance improvement action plan for each of the "Leadership Laws" discussed in this class.

DCS POLICY
5.1
5.2

ACA STANDARD
PA-TS 1.01
PA-TS 1.02

MANAGING DIVERSITY
DCS In-Service- 2 Hours

COURSE RATIONALE & DESCRIPTION:

The Department of Children Services (DCS) realizes that we are a multicultural society and that we cannot pick and choose our student population. Since the student population is multicultural we must reach out to meet the needs of the students. Cultural diversity and work place diversity continues to be a major focal point of our department and of our communities. We see and interact with people of other races and nationalities with greater frequency, both in our workplaces and around our communities. DCS recognizes the need to diversify our staff in order to better utilize and extend the work force to meet those needs, besides it just makes good common sense. "Generally we aren't accustomed to discussing racial or ethnic issues in public, especially not among people of different races or ethnic groups. Most of us don't have a lot of experience talking about these issues. Cultural issues are personal; they get to the heart of what you think about people, but rarely reveal. These issues may be hard to talk about, but we need to become more comfortable talking about and dealing with different cultures. We cannot pick and choose our co-workers, the people we supervise or even our neighbors. We must be able and prepared to deal effectively with a wide variety of people.

COURSE OBJECTIVES:

Upon completion of this class, the participant will:

- ◆ Explain the "Path of Intercultural Learning."
- ◆ Define culture.
- ◆ List at least three (3) multicultural issues in the workplace.
- ◆ Define stereotyping and prejudice.

DCS POLICY

5.1

ACA STANDARD1-CTA-3A-14; 1-CTA-3A-21

NURTURING YOUTH IN A THERAPEUTIC ENVIRONMENT
In-Service DCS – 2 Hours

COURSE RATIONALE & DESCRIPTION

It is often the case that those of us who interact with children do not take the time to reflect on the way that we are perceived by the children we serve. This course is designed to explore the ways that we can improve our communication and interaction style with the children in our care. The course will explore and support the Strength Based Approach to interaction with the children and their families. It will also explore the increasing the level of resilience and mastery of our children. The course will provide an opportunity to develop and use skills of affirmation and creating islands of competence both with and for the children in treatment milieus.

COURSE OBJECTIVES:

Upon completion of this class, the participants will:

1. Utilize empathy building exercises and narrative skills to develop the ability to assess skills that the children and their families have.
2. Improve their communication and interaction skills with different exercises.

TDCS POLICY: 5.2

QUALITY CASEWORK
DCS In-Service – 3 Hours

This course will review the concepts of the Practice Model of Engagement, Assessment and Planning in case management for delinquent youth in DCS facilities. There will be an emphasis on ensuring the treatment we provide to the youth and family assist to them in long term well being and successful reintegration into the community. The following concepts will be addressed:

- Individualized case planning
- Ongoing assessment and planning
- Team decision making
- Effective aftercare planning
- Integrating community involvement in case management
- Networking with community schools and mental health systems.

Upon completion of this course, the participant will be able to:

1. Describe and assess a DCS case file
2. Discuss two decisions a team must agree upon before implementation of any decisions.
3. Identify a networking process to effectively communicate with local mental health systems.

DCS POLICY: 5.2

SITUATIONAL COUNSELING TECHNIQUES
DCS In-service – 2 Hours

COURSE RATIONALE/DESCRIPTION

Department of Children's Services employees who have direct contact supervision of students must maintain their composure and a proper perspective to successfully manage problem behaviors. Lecture, discussion and group problem solving scenarios will be utilized to help students identify and learn problem-solving strategies for working with children.

COURSE OBJECTIVES

Upon completion of this class the participants will:

1. Understand the importance of developing working relationships with fellow employees.
2. Define "rational detachment".
3. Demonstrate a non-verbal intervention strategy.
4. Explain empathic listening as a communication skill.
5. Cite 3 verbal interventions that should be avoided.
6. Demonstrate how paraverbal communication can affect disruptive behavior.

STAFF/ STUDENT SUPERVISION
DCS In-service – 2.0 Hours

COURSE RATIONALE & DESCRIPTION

This course will identify and discuss the importance of maintaining a professional distance between staff and students. It will identify problems with being too friendly or too aggressive in dealing with students. It will also address many of the problems staff can create by their behavior. We will identify the importance of maintaining a professional rapport with all students.

COURSE OBJECTIVES

Upon completion of this class, the participant will:

- ◆ Review laws and TDCS policy that apply to Staff/student relations.
- ◆ Define the term “professional distance”.
- ◆ Identify problems created by being too friendly or aggressive toward students.
- ◆ Explain what is meant by maintaining a professional rapport with students we supervise.

TDCS POLICY
5.2

TEAM BUILDING
DCS In-service -1.5 Hours

COURSE RATIONALE & DESCRIPTION:

“Wearing the same shirts doesn’t make a team” - Buchholz and Roth

“A major reason capable people fail to advance is that they don’t work well with their colleagues” - Lee Iacocca

“A group is a bunch of people in an elevator. A team is also a bunch of people in an elevator, but the elevator is broken!” - Bonnie Edelstein

We are going to do team building exercises. By this method we hope that you can see how a team will work as one unit. The tasks presented will be accomplished only if you work together as a team, not as individual. We will have separate teams for fun competition and bragging rights. Have fun and be **SAFE!** Respect each other.

COURSE OBJECTIVES:

Upon completion of this class, the participant will:

- ◆ Work with other members of the team to accomplish a task.
- ◆ Demonstrate cooperation with other participants by completion of tasks.

TDOC POLICY
110.05

DCS POLICY
5.1

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

REDIRECTING THE SEASONED EMPLOYEE
DCS In-Service – 2.0 Hours

COURSE RATIONALE AND DESCRIPTION

Seasoned employees are often resistant to change. Change means stepping outside of what is comfortable, proven to work, and often, easy. Change is inevitable and change can often be beneficial to an organization. It keeps things current, viable, and fresh.

A stagnant organization doesn't motivate people to improve, but change does, it stirs things up.

As stated, change is inevitable. How you manage it, though, is vital.

COURSE OBJECTIVES

Upon completion of this class, the participants will:

- Identify what brings about and drives change in an organization
- Explain why some seasoned employees are resistant to change
- Discuss ways to involve employees in change management

PROFESSIONAL BOUNDARIES
In-Service DCS – 2 Hours

COURSE RATIONALE AND DESCRIPTION

All professional employees have the responsibility to establish appropriate relationships that do not violate the boundaries of propriety. This course reviews TDCS policy 4.11, Inappropriate Employee/Child/Relative Relationships. The course consists of a pretest and general discussion about the "gray" areas that we all live with in our careers.

COURSE OBJECTIVES

This course reviews the participant in rules for establishing professional boundaries when working with students.

Upon completion of the course, the participant will be able to:

1. List two ways in which it is inappropriate to share information with a student.
2. Discuss an appropriate way to give a student a direct order
3. Identify one way in which it might be appropriate to hug a child
4. Discuss the importance of appropriate dress at work.

TDCS Policy: 5.2

WORKPLACE HARASSMENT UPDATE
DCS In-Service – 2.0 Hours

COURSE RATIONALE AND DESCRIPTION

This course is a review course designed to update and remind employees of how important it is to state government to be free of workplace harassment. The State of Tennessee and the Tennessee Department of Children's Services both have comprehensive workplace harassment policies to ensure that citizens can seek, obtain and hold state employment free from illegal harassment. It is the policy of Tennessee state government to prohibit harassment of any individual based on that individual's race, color, national origin, age (over 40), sex, pregnancy, religion, creed, disability or any other category protected by state and/or federal law.

During this course, we will thoroughly examine TDCS 4.20, "Workplace Harassment". Through a combination of discussion and group activities, we will review the "protected classes" covered in this policy. We will review the definition of workplace harassment and retaliation, and analyze examples of workplace harassment. It is only through a complete and shared understanding of these issues, that we can create a productive workplace free of harassment, hostility, and retaliation.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Define "*workplace harassment*" as it is identified in policy.
- ◆ List the ten (10) classes that are considered as "*protected*" by policy
- ◆ Explain the term "*retaliation*" as it is defined in policy
- ◆ List at least five (5) examples of workplace harassment.
- ◆ Identify the steps involved in reporting harassment in the workplace.

TDCS POLICY
4.20

SUICIDE PRECAUTIONS
DCS In-Service – 1 Hour

COURSE RATIONALE AND DESCRIPTION

The teenage years are a period of turmoil for just about everyone. They're learning new social roles, developing new relationships, getting used to the changes in their bodies, making decisions about their future and looking for answers that no one appears to have. That can make a person feel quite alone.

Too often, the search for these answers is complicated by problems outside teens' control, such as; divorce, family alcoholism, domestic violence or sexual abuse. In such an environment, even "normal" problems can seem insurmountable. Feeling that they have nowhere to turn, teens may "medicate" their pain with drugs or alcohol, or express their rage and frustration in acts of violence or destruction – resulting in involvement with the Criminal Justice System. Depression is also a very common illness among teenagers. Feelings of helplessness and worthlessness that often accompany it, along with disturbances in sleep or appetite, can fuel a downward spiral of health and grades, further clouding perspective, and making thought seem intolerably difficult. Studies show that teens that are feeling depressed, abusing substances, or acting out their violent feelings, are at high risk for suicide. Suicide **is** a preventable cause of death, and the purpose of this training is to provide you with tools to further aid prevention among the adolescents in your care.

COURSE OBJECTIVES

Upon completion of this class, the participant will:

- ◆ Develop a working understanding of suicide – including myths and facts.
- ◆ Compare statistics relating to suicide.
- ◆ Review the warning signs of suicide and all protective factors used to aid those contemplating suicide in overcoming suicidal feelings.
- ◆ Discuss the link between mental health, substance use, and suicide.

TDCS POLICIES- 27.19, 27.20, 27.21, 27.22
ACA STANDARDS
3-JTS-3A-19, 3-JTS-3A-20, 3-JTS-3A-21

SAFE CRISIS MANAGEMENT UPDATE
DCS In-Service – 12 Hours

COURSE RATIONALE AND DESCRIPTION

The Best Practice Standards for Youth in DCS Custody and federal standards state that we will work from the principle of “Least Restrictive Alternative”. Using this as a standard, we have to learn to manage incidents rather than attempt to stop misbehavior. In other words, we are going to learn to manage aggression safely, rather than attempt to stop it.

COURSE OBJECTIVES

Participants in the Safe Crisis Management Training Program will:

- ◆ Discuss the nature and dynamics of acting out behavior and current and accepted interventions
- ◆ Identify crisis management regulations affecting their job responsibilities
- ◆ Evaluate positive prevention strategies through the use of strength based strategies
- ◆ List and define the safety areas associated with monitoring physical intervention

TDCS POLICY - 27.34

ACA STANDARDS

6194, 6195, 6196, 9190.9193, 9194, 9281

HIV/AIDS/BLOOD BORNE PATHOGENS
DCS In-Service – 1 Hour

COURSE RATIONALE AND DESCRIPTION

This course will provide a comprehensive education program for employees regarding human immunodeficiency virus (HIV)/ acquired immunodeficiency syndrome (AIDS) issues. The increased incidence of HIV/AIDS in the community, as well as the high-risk offender population whom our employees serve, mandates that all staff be knowledgeable about the current recommendations regarding education, prevention, diagnosis, and facts of this disease and subsequent opportunistic infections. This class will present an overview of HIV/AIDS, focusing on updates in the etiology, prognosis, management and complications of the disease - with connections between HIV/AIDS and other diseases, such as Hepatitis B, STD's, and tuberculosis, emphasized. Discussion of the staff's psychological and emotional reservations with dealing directly with an HIV/AIDS-infected client will be encouraged. Handouts and other visual aids will be used to emphasize key points.

COURSE OBJECTIVES

By the end of this course the participant will:

- ◆ Identify three (3) ways HIV is transmitted.
- ◆ Identify at least three (3) symptoms that may indicate HIV/AIDS infection.
- ◆ Examine the myths and facts related to HIV/AIDS.
- ◆ Define “Universal Precautions” and the safeguards against blood-borne pathogen infection.

TDCS POLICIES

27.19

27.20

27.21

27.22

ACA STANDARDS

3-JTS-3A-19

3-JTS-3A-20

3-JTS-3A-21

3-JTS-3A-32

3-JCRS-3A-12

STAFF INTERACTION WITH STUDENTS

DCS In-Service - 1.0 Hour

COURSE RATIONALE AND DESCRIPTION

This course will address proper staff interaction with students. It is important for DCS personnel to recognize and utilize professionalism in day-to-day interactions with the youth that they supervise. It is also important for staff to work within the goals and values of DCS as they relate to treatment and supervision of the juvenile offender.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify proper and improper items of conversation with students.
- ◆ Identify the DCS position regarding student punishments for disciplinary infractions and use of force.
- ◆ Identify the professional standards regarding any type of interaction with students, including "touching" and any act of a sexual nature.
- ◆

DCS POLICY

5.2

RESTORATIVE JUSTICE

DCS In-service – 2.0 Hours

COURSE RATIONAL/DESCRIPTION

Restorative Justice is a philosophical approach to responding to crime aimed at repairing the harm caused by a criminal act and restoring the balance in the community affected by the crime.

COURSE OBJECTIVES

The purpose of this course is to introduce to the employee the philosophy behind restorative justice and to stress to them the importance of students understanding the harm they may be causing by committing crimes.

Upon completion of the class, the student will:

1. List the nature of harm which may result from certain crimes.
2. Explain how students may be held responsible for repair to some of the harm they have done.
3. Discuss two ways in which mediation may be used with victims and students.
4. Describe a possible restorative community service option.

TDOS POLICY: 5.2

FOOD SAFETY, SANITATION, AND FOOD BORNE ILLNESS

4.0 Hours

COURSE RATIONALE AND DESCRIPTION

A review of HACCP (Hazard Analysis of Critical Control Points) requirements in monitoring and recording control methods taken during the flow of food through the food service operation. Included in this HACCP review will be principles of sanitation and control of chemicals as required in TDOC and TDCS policy and application of the thirteen critical areas of food service Health Inspections.

COURSE OBJECTIVES

Upon completion of this course, participants will:

- ◆ Identify record requirements for agency HACCP programs used to monitor the safety of food receiving, pre-preparation, preparation, holding, service and storage through the facility.
- ◆ Review of the 13 critical violations and their application to agency HACCP programs
- ◆ Discuss the need for strict chemical controls as applied to HACCP and food safety
- ◆ Know the definition of food borne illness
- ◆ Know the high cost of food borne illness as it relates to human suffering, medical costs and punitive damages.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

TRANSPORTATION SCENARIOS

1.5 Hours

COURSE RATIONALE AND DESCRIPTION

During this course the participants will be challenged to complete various scenarios that replicate actual situations they may encounter on the job. Scenarios may include incidents that take place at a Funeral Home, Nursing Home, Hospital, Doctor's Office, or Courthouse. The participants will be expected to follow all applicable Department Policies and Procedures during scenario involvement.

COURSE OBJECTIVES

Upon completion of this class, the participant will:

- ◆ Demonstrate their ability to successfully resolve various scenarios that a Transportation Officer may face, such as courtrooms, hospitals, and emergency escorted visits.
- ◆ Demonstrate effective communication skills while interacting with the public, even in adverse situations.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

DEFENSIVE DRIVING WHILE OPERATING STATE VEHICLES

2.0 Hours

COURSE RATIONALE AND DESCRIPTION

TDOC Policy #213.01 states that vehicle “ operators, such as transportation officers, ambulance drivers, EMTs, and others who regularly drive state vehicles as a part of their assigned duties, shall be trained in defensive driving as and when such courses are available”. This course is being offered to meet the criteria for those who may operate vehicles and may be in need of defensive training. The course encourages and requires that employees are knowledgeable of and have read carefully, #213.01. In addition to that, the intent of this course is to provide guidelines for the safe transportation of both drivers and passengers in the vehicle.

COURSE OBJECTIVES

1. Identify several numbers of dangerous attitudes.
2. Outline the three steps for building a positive driving attitude.
3. Understand the physical challenges of vehicle operations.
4. Identify the five components of safe driving.
5. Utilize a driving system to increase your efficiency and safety.
6. Discuss the role that occupant protection devices play in survival.
7. Outline the basic components of driving a vehicle.
8. Explain the impact of an anti-lock braking system
9. Establish a safe following distance.
10. Use your radio effectively and safely while operating a vehicle.
11. Discuss the proper loading and distribution of load in a 15-passenger van.

TDOC POLICY: **213.01**

ACA STANDARD: **3-4189**

DEVELOPING A RECREATIONAL PROGRAM

2.0 Hours

COURSE RATIONALE AND DESCRIPTION

Would you rather have someone on the streets trying to steal your television or stereo, or would you rather have them involved in community recreation? Most of the inmates in prison today will one-day be released. Creating more effective recreation programs that best help the inmates re-enter society and live productive is very important. Programs need to be available for those who will make use of them to better themselves and reduce recidivism.

The question is: Do we want to release inmates into society without having offered constructive ways to spend their leisure time? Developing a good recreational program ensures inmates learn positive ways to fill their time constructively. A good recreational program can help inmates to establish personal relationships and learn to respect others while encouraging them to set personal goals and challenges. A professional recreation program should be well planned, well organized, carefully supervised and evaluated.

COURSE OBJECTIVES

Upon completion of this course, the participant will be able to:

- * Understand the importance and impact of a good recreational program in corrections.
- * Understand the importance of planning, organizing and supervising recreational programs.
- * Network with other institutional staff in developing recreation activities.

TDOC Policy: 510.01; 510.02

TIC/TAC/TOSHA
3.25 Hours

COURSE RATIONALE & DESCRIPTION

This course/game was purchased from Game Show Pro and developed with OSHA and TDOC information. It is an actual Tic Tac Toe game utilizing the concept of participants having to provide correct answers to OSHA and TDOC questions in order to “GET” a square/block marked as either an “X” or an “O”. The class will be divided into teams of three and a double elimination round robin tournament will commence. The computer will select the starting team. In order to get an “X” or an “O” to line up and win either horizontal, vertical, or perpendicular lines connecting your “X’s” or “O’s”, the team must first answer a question correctly. If that team fails to get the correct answer, the answer will be provided thus giving the training in the particular area as designed.

After a team gets 2 Tic/Tac/Toe victories, the second team is then put into a “losers” pool and will compete with others in the same pool until a victor is decided. A round robin event such as this has a final winner who either comes out of the losers pool or advances straight through the class without ever losing a match.

All puzzles and questions are related to the Tennessee Department of Correction and Occupational Safety and Health Administration.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ♦ Answer relative TDOC and OSHA driven questions that he/she needs to know while simultaneously learning and playing.

TDOC POLICY
110.01
112.03

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

CONFINED SPACES/AN OVERVIEW
2 Hours

COURSE RATIONALE & DESCRIPTION

Employers are required to evaluate the workplace to identify all confined (permit required) confined spaces as defined in CFR 1910-146. The employer must inform all employees of the confined spaces and their dangers, post warning signs, and take measures to prevent unauthorized employees from entering these spaces.

If a permit space exist, the employer must develop and implement a written permit space program. The written program must be available for inspection by employees and their authorized representatives.

The employer will provide training to employees so that they acquire the understanding, knowledge, and skills necessary for the safe performance of duties.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ♦ Identify and evaluate the hazards of confined spaces.
- ♦ Summarize the duties of authorized attendants and entrants.
- ♦ Explain the facilities confined space program including the warning signs and permit procedures.
- ♦ Explains rescue requirements and emergency services.

TDOC POLICY
110.01
112.03

ACA STANDARD
1-CTA-3A-14
1-CTA-3A-21

HAZCOM/RETRAINING**1 Hour****COURSE RATIONALE & DESCRIPTION**

OSHA regulations require employers to train their employees on hazardous chemicals in their work area at the time of hire and whenever a new physical or health hazard is introduced into their work area. Annual refresher training supports and embraces the ideas behind HAZCOM training and encourages safety and awareness in all employees.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify methods and observation skills needed to detect hazardous chemicals.
- ◆ Explain the proper use of Personal Protective Equipment as applicable to the various hazards.
- ◆ Discuss measures an employee can take to help protect himself from the threat.
- ◆ Detail within their own institution the HAZCOM plan for labeling, accounting, and distribution of these chemicals. Plus identify the written plan available to them at their workcenter.

TDOP POLICY

110.01

112.03

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

LOCKOUT/TAGOUT ENERGY CONTROL**2 Hours****COURSE RATIONALE & DESCRIPTION**

The Energy control program establishes this department's requirement for the lockout of energy isolating devices whenever maintenance or servicing is done on machines or equipment. This procedure is accomplished as detailed in CFR 1910-147.

The program ensures that the machine or equipment is stopped, isolated from all potentially hazardous energy sources and locked out before employees perform any servicing or maintenance. This program applies to all Department of Correction employees.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Define authorized and affected employees.
- ◆ Identify potentially hazardous energy sources and isolate those items from becoming continued hazards.
- ◆ Describe the program as developed at each employee's respective institution.
- ◆ Detail administrative duties associated with a LO/TO program.

TDOP POLICY

110.01

112.03

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

UPS AND DOWNS OF MATERIAL HANDLING

2.0 Hours

COURSE RATIONALE & DESCRIPTION

This class will focus on important safety a procedure related to the use of material handling equipment, and explains how to operate several of the work saving devices installed to help employees get their work done easier. Often times devices intended to serve us as labor reducing mechanisms are mishandled and taken for granted making the device a hazard. This is particularly true when the said device is a regularly used instrument to make our workdays easier.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Explain the how's and why's of using devices such as pallet jacks, hand trucks, dock levelers etc.

TDOC POLICY

110.01

112.03

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

PRISON SECURITY: A MULTI-DISCIPLINARY APPROACH

13.0 hours

COURSE RATIONALE AND DESCRIPTION

One of the most important skills that an effective manager must possess involves the ability to solve problems. Many who haven't previously been given other options tend to solve problems by simply reacting to them, and, by simply doing so without the benefit of collaboration with others within the organization. A time-tested, proven, and effective alternative method of problem-solving involves utilization of an organized, systemic, and multi-disciplinary approach. Through this course, participants will acquire valuable skills in problem-solving that can literally be applied at work on a daily basis. Lecture, discussion, case study analysis, and multiple activities will be used by the class facilitators, along with a workbook, to effectively train participants on how to actually approach and solve problems. The major activity of the course will involve the participants' using the essential elements of multi-disciplinary problem solving in development of action plans specific to a real and looming security problem presently in existence within the department.

COURSE OBJECTIVES

Upon completion of this course, participants will be able to:

- Understand the importance of recognizing and understanding existing "paradigms" in approaching problems.
- Accurately define and describe the concept of "seamless security" within a correctional setting.
- Given a pre-assigned goal, be able to effectively brainstorm, update, and develop a responsive strategy for solving the problem.
- Describe a comprehensive process and format for action planning to be used in developing priority issues.
- Demonstrate an ability to utilize environmental scanning techniques in order to identify barriers as well as opportunities to progress in problem-solving.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

OFFENDER WORKFORCE DEVELOPMENT

12.0 Hours

COURSE RATIONALE & DESCRIPTION

Best practices analysis reveals that offenders who retain employment are more successful and less likely to re-offend than those who do not. Job placement is only a part of the scope of employment. Job **retention** is the key. This course will focus on the full spectrum of offender employment and the participants' role in its success. A subset of the National Institute of Corrections' "*Offender Workforce Development Specialist*" training program, this course will use lecture and individual/small group activities to inform and train the Department's and sister agency staff in their respective roles in offender counseling, training, employment and job retention.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ♦ Define the following terms: occupation, job, career, career development, career counseling, career assistance and state three (3) reasons why an understanding of career choice and development theory is important when dealing with offender populations.
- ♦ Identify the assumptions that underlie each of these four (4) theories: *trait-and factor*, *developmental*, *transition*, and *learning* and the specific ways each of these theories can be applied to work with offenders.
- ♦ Define, apply and demonstrate the facilitation skills (attending, listening, reflecting, encouraging) in a mock initial interview, using participant-constructed open- and closed-ended questions appropriately.
- ♦ Describe the unique needs of diverse offender groups and effective strategies for addressing their respective needs.
- ♦ Identify types and appropriate uses of offender assessment as it relates to employment.
- ♦ Identify critical barriers an offender encounters when entering the work force and describe specific strategies to address the barriers identified.

- ♦ Design (in small groups) the following:

A prototypical offender Action Plan
An effective job search strategy
Effective responses to question likely to be in an offender's job interview.
A check sheet of employer expectations
Three (3) possible interventions that can improve offender job retention when key job loss indicators are noted.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

RECIDIVISM – A PRACTICAL REHABILITATIVE FOCUS

1.75 Hours

COURSE RATIONALE & DESCRIPTION

Reducing recidivism – re-offending and returning to incarceration, is a major goal of the Department's Rehabilitative Services branch. A comprehensive approach to addressing this goal contains education, vocational training, substance abuse treatment, and vocational placement & follow-up. To make these multi-faceted programs work well, the Correctional Counselor, Inmate Relations Coordinator and those individuals from the Bureau of Probation and Parole must be aware of their respective key roles in the process.

This course will provide coverage of the “best practice-based” programs used by our Department to attack and ultimately reduce recidivism. Through lecture and small group process, the participants will analyze individual critical responsibilities in making each of the strategies work.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Develop a shared definition of “recidivism” and its impact upon our Department.
- ◆ Identify four (4) major Department of Correction Rehabilitative Services’ initiatives and two (2) practical benefits for each.
- ◆ Identify two (2) key individual Treatment responsibilities in each of the rehabilitative initiatives covered during the course.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

REHABILITATIVE INITIATIVES

1.0 Hour

COURSE RATIONALE & DESCRIPTION

“Rehabilitation” -- the word itself evokes mixed feelings among corrections employees. Often considered to be a province of lofty ivory tower thought or the responsibility of do-gooders and treatment staff – the rank and file employee has a responsibility for the process. In order for them to successfully fulfill that responsibility, an understanding of the process and the practical reasons for “buy-in” are paramount.

This course will offer factual lecture-based information regarding the Department's chief rehabilitative initiatives and the pragmatic benefits to the offender and the State – its citizens and its employees.

COURSE OBJECTIVES

Upon completion of this class, the participant will be able to:

- ◆ Identify four (4) major Department of Correction Rehabilitative Services initiatives and two (2) practical benefits for each.

TDOC POLICY

110.05

ACA STANDARD

1-CTA-3A-14

1-CTA-3A-21

TENNESSEE CORRECTION ACADEMY

Week of:

In-Service Core
FY 2007-2008

Hours -16

D A Y 2	Lunch breaks determined by worksite			Total Hrs. - 8
	8:00 - 10:00	Ethical Anchors (2)		
	10:00 - 12:00	Dealing With Difficult People (2)		
	12:00 -1:30	TDOC System Overview/Update (1.5)		
	1:30 - 2:30	Intro to NIMS (1)		
	2:30 - 4:00	Managing Workplace Stress (1.5)		

D A Y 3				Total Hrs. - 8
	8:00 -10:00	Meth Is Death (2)		
	10:00 -12:00	Psychology of Lying (2)		
	12:00 - 1:30	Games Criminals Play (1.5)		
	1:30 - 3:30	Policy Review (2)		
	3:30 - 4:00	Determining Training Needs/Evaluations (.5)		

TENNESSEE CORRECTION ACADEMY

Week of:

In-Service Corporals
Class #
FY 2007-2008

Hours - 32
Participants:

Monday		Total Hrs. - 10.5	
Time	Module	Instructor	Location
8:00 - 8:15	Orientation (.25)	DiNicola	Aud. School Bldg.
8:15 - 10:15	Ethical Anchors (2)		
10:15 - 11:45	TDOC System Overview (1.5)		
11:45 - 12:45	Lunch		
12:45 - 4:00	Firearms Lab (3.25)		
4:00 - 5:00	Intro to NIMS (1)		
5:00 - 6:00	Supper		
6:00 - 8:30	Visitation (IPC) (2.5)		

Tuesday		(Lunch 12-1) (Supper 5-6)		Total Hours - 9	
Time	Module	Instructor		Location	
8:00 -12:00	Firearms Qualification (4)				
12:00 - 1:00	Lunch				
1:00 - 5:00	CPR (4)				
5:00 - 6:00	Supper				
6:00 - 7:00	Chemical Agents (1)				

Wednesday		Total Hours - 8	
8:00 -10:30	Self Defense (ERD) (2.5)		
10:30 -12:30	Drug Free Workplace (2)		
12:30 - 1:30	Lunch		
1:30 - 5:00	Interviewing Skills (3.5)		
5:00 - 6:00	Supper		

Thursday		Total Hrs. - 4.5	
Time	Module	Instructor	Location
8:00 -10:00	Dealing with Difficult People-Anger Mgt. (2)		
10:00 - 12:00	Policy Review (2)		
12:00 - 12:30	Training Design/Evaluations (.5)		

Cafeteria Serving Line Closes at 6:00 p.m. each night. Please report prior to that time.

TENNESSEE CORRECTION ACADEMY

In-Service Adult Security

Class #

FY 2007-08

Week of:

Hours - 32

Participants:

Monday (Lunch 12:15-1:15) (Supper 5:30-6:00)				Total Hrs. - 9.5
	Time	Module	Instructor	Location
Group A	8:00 - 8:15	Orientation (.25)	DiNicola	Aud. School Bldg.
	8:15 - 10:15	STG's (2)		
	10:15 - 12:15	Policy Review(2)		
	1:15 - 4:30	Firearms Lab (3.25)		
	4:30-5:30	Intro to NIMS (1)		
	6:30 - 7:30	Chemical Agents (1)		
Group B	8:00 - 8:15	Orientation (.25)	DiNicola	Aud. School Bldg.
	8:15-10:15	Policy Review		
	10:15-12:15	STG's (2)		
	1:15 - 4:30	Firearms Lab (3.25)		
	4:30-5:30	Intro to NIMS (1)		
	6:30 - 7:30	Chemical Agents (1)		

Tuesday				Total Hours - 10.5
	Time	Module	Instructor	Location
Group A	8:00 -12:00	Firearms Qualification (4)		Range
	12:00 - 1:00	Lunch		
	1:00 - 5:00	CPR (4)		
	5:00 - 6:00	Supper		
	6:00 - 8:30	Visitation (2.5)		Armory
Group B	8:00 -12:00	CPR (4)		
	12:00 - 1:00	Lunch		
	1:00 - 5:00	Firearms Qualification (4)		Range
	5:00 - 6:00	Supper		
	6:00 - 8:30	Visitation (2.5)		Armory

Wednesday				Total Hours - 8
Group A	8:00 - 10:30	E-TOMIS Refresher (2.5)		
	10:30 - 12:30	Dealing with Male/Female Inmate Issues (2)		
	1:30 - 4:00	Self Defense - ERD (2.5)		
	4:00 -5:00	Drug Free Workplace (1)		
Group B	8:00 - 10:30	Self Defense - ERD (2.5)		
	10:30 - 11:30	Drug Free Workplace (1)		
	12:30 - 3:00	E-TOMIS Refresher (2.5)		
	3:00 - 5:00	Dealing with Male/Female Inmate Issues (2)		

Thursday				Total Hrs. - 4
	Time	Module	Instructor	Location
	8:00 - 10:00	Dealing With Difficult People/Anger Mgt.(2)		
	10:00 - 11:30	TDOC System Overview (1.5)		
	11:30-12:00	Training Design/Evaluations (.5)		

Cafeteria Serving Line Closes at 6:00 p.m. each night. Please report prior to that time.

TENNESSEE CORRECTION ACADEMY

Week of:

In-Service Adult Transportation Officers
Class #
FY 2007-2008

Hours - 32
Participants:

M O N D A Y	Total Hrs. - 10.5		
	8:00 - 8:15	Orientation (.25)	
	8:15 - 11:30	Firearms Lab (3.25)	
	11:30 - 12:30	Lunch	
	12:30 - 1:00	Glock Lab (.5)	
	1:00 - 4:00	Glock Qualification and Tactics(3)	
	4:00 - 5:00	Intro to NIMS (1)	
	5:00 - 6:00	Supper	
	6:00 - 8:30	Visitation (2.5)	
T U E S D A Y	Total Hrs. - 9		
	8:00 - 12:00	Firearms Qualification (4)	
	12:00 - 1:00	Lunch	
	1:00 - 5:00	CPR (4)	
	5:00 - 6:00	Supper	
	6:00 - 7:00	Chemical Agents (1)	
W E D N E S D A Y	Total Hrs. - 8		
	8:00 -10:30	Self Defense (ERD) (2.5)	
	10:30 - 12:30	Drug Free Workplace (2)	
	12:30 - 1:30	Lunch	
	1:30 - 3:30	Defensive Driving (2)	
	3:30 - 5:00	Defensive Driving Scenarios (1.5)	
	5:00- 6:00	Supper	
T H U R S D A Y	Total Hrs. - 4.5		
	8:00 -10:00	Dealing With Difficult People/Anger Mgt.	
	10:00 - 12:00	Policy Review (2)	
	12:00 - 12:30	Training Design/Evaluations (.25)	

Cafeteria Serving Line Closes at 6:00 p.m. each night. Please report prior to that time.

TENNESSEE CORRECTION ACADEMY

In-Service Correctional Managers
Class #
FY 2007-2008

Week of:

Hours - 16
Participants:

Monday			Total Hrs. - 8
Time	Module	Instructor	Location
8:00 - 10:00	Drug Free Workplace for Supervisors/Mgrs.(2)		
10:00 - 11:00	NIMS Overview (1)		
11:00 - 12:00	Lunch		
12:00 - 5:00	Prison Security: A Multi-Disciplinary Approach		
5:00 - 6:00	Supper		

Tuesday			Total Hours - 8
Time	Module	Instructor	Location
8:00 - 12:00	Prison Security: A Multi-Disciplinary Approach		
12:00 - 1:00	Lunch		
1:00 - 5:00	Prison Security: A Multi-Disciplinary Approach		

TENNESSEE CORRECTION ACADEMY

In-Service Correctional Counselors/IRC
Class #
FY 2007-2008

Week of:

Hours - 16
Participants:

Wednesday			
Time	Module	Instructor	Total Hrs. - 4 Location
1:00 - 1:15	Orientation (.25)		
1:15 - 3:15	Drug Free Workplace for Mgrs.(2)		
3:15 - 5:00	Recidivism - A Practical Rehabilitative Focus (1.75)		
5:00 - 6:00	Supper		

Thursday			
Time	Module	Instructor	Total Hours - 8 Location
8:00 -12:00	Offender Workforce Development (4)		
12:00 - 1:00	Lunch		
1:00 - 5:00	Offender Workforce Development (4)		
5:00 - 6:00	Supper		

Friday			
Time	Module	Instructor	Total Hours - 4 Location
8:00 - 11:30	Offender Workforce Development (3.5)		
11:30 - 12:00	Evaluations/Trg. Design (.5)		

TENNESSEE CORRECTION ACADEMY

Week of:

Hours - 16
Participants:

In-Service Recreational Specialists/Assistants

Class #

FY 2007-08

Wednesday		(Supper 5:15 - 6:15)		Total Hrs. - 4.25	
Time	Module	Instructor	Location		
1:00 - 1:15	Orientation (.25)	DiNicola			
1:15 - 3:15	Security for Non-Security (2)				
3:15 - 5:15	Staff/Inmate Relations (2)				

Thursday		(Lunch 12-1) (Supper 5-6)		Total Hrs. - 8.5	
Time	Module	Instructor	Location		
8:00 - 10:00	Dealing With Difficult People/Anger Mtg.				
10:00 - 12:00	Policy Review				
1:00- 3:00	Drug Free Workforce (2)				
3:00 - 5:30	Developing A Recreational Program				

Friday				Total Hours -3.25	
8:00 - 9:00	Intro to NIMS (1)				
9:00 - 11:00	Correctional Recreation Forum (2)				
11:00- 11:15	Training Design/Evaluations (.25)				

TENNESSEE CORRECTION ACADEMY

In-Service Maintenance
Class #
FY 2007-2008

Week of:

Hours - 16
Participants:

M O N D A Y				Total Hrs. - 8.25
	Time	Module	Instructor	Classroom
	8:00 - 8:15	Orientation (.25)		
	8:15 - 10:15	Confined Spaces (2)		
	10:15 - 11:15	Ups & Downs of Material Handling Safety Equipment(1)		
	11:15 - 12:15	STG's (1)		
	12:15 - 1:15	Lunch		
	1:15 -3:15	Lock Out/Tag Out (2)		
	3:15 - 4:15	HAZCOM (1)		
	4:15 - 5:15	Drug Free Workplace (1)		
	5:15 - 6:15	Supper		

T U E S D A Y				Total Hrs. -7.75
	Time	Module	Instructor	Classroom
	8:00 - 10:00	Security for Non-Security (2)		
	10:00 - 11:00	Staff/Inmate Relationships (1)		
	11:00 -12:00	Rehabilitative Initiatives (1)		
	12:00 - 1:00	Lunch		
	1:00 - 4:15	TIC/TAC/TOSHA (3.25)		
	4:15 - 4:45	Training Design/Evaluations(.5)		

TENNESSEE CORRECTION ACADEMY

Week of:

In-Service Food Service (Serv Safe Certification)
Class #
FY 2007-2008

Hours - 32

Monday		(Lunch 12:00 - 1:00)	(Supper 5:00 - 6:00)	Total Hrs - 9	
Time	Module	Instructor		Location	
8:00 - 8:15	Orientation (.25)				
8:15 - 11:00	Security for Non-Security/Staff/Inmate Relations (2.75)				
11:00 - 12:00	Rehabilitative Initiatives (1)				
1:00 - 5:00	CPR (4)				
6:00 - 7:00	Drug Free Workplace (1)				

Tuesday		(Lunch 12:00 - 1:00)	Supper 5:00 - 6:00)	Total Hrs. - 9	
Time	Module	Instructor		Location	
8:00 - 10:00	Protecting Food in Preparation/Serving (2)	Motlow			
10:00 - 12:00	Organizing A Cleaning Program (2)	Motlow			
1:00 - 5:00	Cleaning/Sanitizing/Pest Management(4)	Motlow			
6:00 - 7:00	ServSafe Certification (1)	Self Study			

Wednesday		(Lunch 12:00 - 1:00)	(Supper 5:00 - 6:00)	Total Hrs. - 10	
Time	Module	Instructor		Location	
8:00 - 10:00	Contamination & Foodborne Illness (2)	Motlow			
10:00 - 12:00	The Safe Food Handler (2)	Motlow			
1:00 - 3:00	Establishing The Food Service Safety Program(2)	Motlow			
3:00- 5:00	Purchasing & Receiving Safe Food (2)	Motlow			
6:00 - 8:00	Serv Safe Certification (2)	Self Study			

Thursday		Total Hours- 4	
Time	Module	Instructor	Location
8:00 - 11:45	Serv Safe Certification(3.75)		
11:45 - 12:00	Training Design/Evaluations (.25)		

TENNESSEE CORRECTION ACADEMY

In-Service Generic Food Service
Class #
FY 2007-2008

Week of:

Hours - 16
Participants:

Wednesday

Total Hours -4.25

1:00 - 1:15	Orientation (.25)		
1:15 - 5:15	Serving It Safe (4)	Motlow	
5:15 - 6:15	Supper		

Thursday

Total Hrs. - 8
Location

Time	Module	Instructor	
8:00 - 9:00	Drug Free Workplace (1)		
9:00 - 10:00	Critical Violations/Health Inspection(DOC)	Val Kolison	
9:00 - 10:00	Policy Review (DCS)(1)	Jane Crawford	
10:00 - 12:00	Serving It Safe (2)	Motlow	
1:00 - 5:00	Serving It Safe (4)	Motlow	

Friday

Total Hrs. - 3.75

8:00 -10:30	Security for Non-Security (2.5)		
10:30 - 11:30	Rehabilitative Initiatives (1)		
11:45 -12:00	Training Design/Evaluations (.25)		

Cafeteria Serving Line Closes at 6:00 p.m. each night. Please report prior to that time.

TENNESSEE CORRECTION ACADEMY

In-Service IV Therapy

Class #

FY 2007-2008

Week of:

Hours -32

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Total Hrs. - 8.25

8:00 - 8:15	Orientation(.25)	DiNicola	Aud. School Bldg.
8:15 - 12:15	CPR for the Professional Rescuer/AED		
12:15 - 1:15	Lunch		
1:15 - 5:15	CPR for the Professional Rescuer(4)		

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Total Hrs.- 8

8:00 - 12:00	IV Therapy (4)		
12:00 -1:00	Lunch		
1:00 - 5:00	IV Therapy (4)		
5:00 -6:00	Supper		

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Total Hrs.- 8

8:00 - 12:00	IV Therapy	Motlow - Michelle Lee	
12:00 -1:00	Lunch		
1:00 - 5:00	IV Therapy	Motlow	
6:00 - 7:00	Supper		

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Total Hrs.- 7.75

8:00 - 12:00	IV Therapy	Motlow	
12:00 -1:00	Lunch		
1:00 - 4:30	IV Therapy (3.5)	Motlow	
4:30 - 4:45	Evaluations (.25)	Musgrove	

TENNESSEE CORRECTION ACADEMY

In-Service BTLS
(Basic Trauma Life Support)
Class #
FY 2007-2008

Week of:

Hours - 32

Monday		(Lunch 12-1) (Supper 5-6)		Total Hrs. - 8.25	
Time	Module	Instructor	Location		
8:00 - 8:15	Orientation	DiNicola	Aud. School Bldg.		
8:15 - 12:15	CPR for the Professional Rescuer/AED				
1:15 - 5:15	CPR for the Professional Rescuer				

Tuesday		(Lunch 12:00 - 1:00) Supper (5:00 - 6:00)		Total Hrs. - 8	
Time	Module	Instructor	Location		
8:00 - 12:00	Basic Trauma Life Support	Motlow - Carol Parsons			
1:00 - 5:00	Basic Trauma Life Support	Motlow			

Wednesday		(Lunch 12:00 - 1:00) Supper (5:00 - 6:00)		Total Hrs. - 8	
Time	Module	Instructor	Location		
8:00 - 12:00	Basic Trauma Life Support	Motlow			
1:00 - 5:00	Basic Trauma Life Support	Motlow			

Thursday		(Lunch 12:00 - 1:00)		Total Hrs. - 7.75	
Time	Module	Instructor	Location		
8:00 - 12:00	Basic Trauma Life Support(4)	Motlow			
1:00 - 4:30	Basic Trauma Life Support(3.5)	Motlow			
4:30 - 4:45	Evaluations (.25)	Musgrove			

TENNESSEE CORRECTION ACADEMY

Week of:

Hours -32
Participants:

In-Service Children's Services
Residential Case Managers
Class #
FY 2007-2008

M O N D A Y	Total Hrs. - 6.25		
	12:00 - 12:15	Orientation/Opening Activities (.25)	
	12:15 - 4:15	Safe Crisis Management Update (4)	
	4:30 - 5:30	Supper	
	5:30 - 6:30	Suicide Precautions (1)	
	6:30 - 8:30	HIV/AIDS/Blood Borne Pathogens (1)	
T U E S D A Y	Total Hrs. - 10		
	8:00 - 12:00	Safe Crisis Management Skills (4)	
	12:00 - 1:00	Lunch	
	1:00 - 5:00	CPR (4)	
	5:00 - 6:00	Supper	
	6:00 - 8:00	Professional Boundaries (2)	
W E D N E S D A Y	Total Hrs. - 10		
	8:00 - 12:00	Safe Crisis Management Practice/Skill Test (4)	
	12:00 - 1:00	Lunch	
	1:00 - 3:00	Managing Diversity (2)	
	3:00 - 5:00	Workplace Harassment Refresher (2)	
	5:00- 6:00	Supper	
T H U R S D A Y	6:00 - 8:00	Nurturing Youth in a Therapeutic Environment (2)	
	Total Hrs. -5.25		
	8:00 - 11:00	Quality Casework (3)	
	11:00 - 12:00	Interaction with Students (1)	
	12:00 - 1:00	Lunch	
	1:00 - 2:30	Teamwork/Building Teams (1.5)	
	2:30 - 2:45	Training Needs/Evaluations (.25)	

TENNESSEE CORRECTION ACADEMY

Week of:

Hours -32
Participants:

In-Service Children's Services Officers
Class #
FY 2007-2008

M O N D A Y	Total Hrs. - 6.25		
	12:00 - 12:15	Orientation/Opening Activities (.25)	
	12:15 - 4:15	Safe Crisis Management Update (4)	
	4:30 - 5:30	Supper	
	5:30 - 6:30	Suicide Precautions (1)	
	6:30 - 8:30	HIV/AIDS/Blood Borne Pathogens (1)	
T U E S D A Y	Total Hrs. - 10		
	8:00 - 12:00	Safe Crisis Management Skills (4)	
	12:00 - 1:00	Lunch	
	1:00 - 5:00	CPR (4)	
	5:00 - 6:00	Supper	
	6:00 - 8:00	Student Supervision (2)	
W E D N E S D A Y	Total Hrs. - 10		
	8:00 - 12:00	Safe Crisis Management Practice/Skill Test (4)	
	12:00 - 1:00	Lunch	
	1:00 - 3:00	Managing Diversity (2)	
	3:00 - 5:00	Workplace Harassment Refresher (2)	
	5:00- 6:00	Supper	
T H U R S D A Y	6:00 - 8:00	Restorative Justice (2)	
	Total Hrs. -5.25		
	8:00 -10:00	Situational Counseling Techniques (2)	
	10:00 - 12:00	Professional Boundaries (2)	
	12:00 - 1:00	Lunch	
	1:00 - 2:30	Teamwork/Building Teams (1.5)	
	2:30 - 2:45	Training Needs/Evaluations (.25)	

TENNESSEE CORRECTION ACADEMY

Week of:

Hours -32
Participants:

In-Service Children's Services
Managers
Class #
FY 2007-2008

M O N D A Y	Total Hrs. - 5.25		
	12:00 - 12:15	Orientation/Opening Activities (.25)	
	12:15 - 4:15	Safe Crisis Management Update (4)	
	4:30 - 5:30	Supper	
	5:30 - 6:30	HIV/AIDS/Blood Borne Pathogens (1)	
T U E S D A Y	Total Hrs. - 10		
	8:00 - 12:00	Safe Crisis Management Skills (4)	
	12:00 - 1:00	Lunch	
	1:00 - 5:00	CPR (4)	
	5:00 - 6:00	Supper	
	6:00 - 8:00	Redirecting the Seasoned Employee (2)	
W E D N E S D A Y	Total Hrs. - 10		
	8:00 - 12:00	Safe Crisis Management Practice/Skill Test (4)	
	12:00 - 1:00	Lunch	
	1:00 - 3:00	Managing Diversity (2)	
	3:00 - 5:00	Workplace Harassment Refresher (2)	
	5:00 - 6:00	Supper	
	6:00 - 8:00	Ethical Anchors (2)	
T H U R S D A Y	Total Hrs. - 6.75		
	8:00 - 11:00	Leadership Laws for Managers (3)	
	11:00 - 12:00	Lunch	
	12:00 - 2:00	Interviewing Techniques (2)	
	2:00 - 3:30	Quality Casework (1.5)	
	3:30 - 3:45	Training Needs/Evaluations (.25)	

HOLIDAYS
#1 JULY 4TH
#2 LABOR DAY
#3 VETERAN'S DAY
#4 THANKSGIVING
#5 CHRISTMAS
#6 NEW YEAR'S DAY

#7 MARTIN LUTHER KING'S B'DAY
#8 WASHINGTON'S BIRTHDAY
#9 GOOD FRIDAY
#10 MEMORIAL DAY

#1 July 2-6	July 9-13	July 16-20	July 23-27	July 30 Aug. 3	Aug. 6-10	Aug. 13-17	Aug. 20-24	Aug. 27-31	#2 Sept. 4-7	Sept. 10-14	Sept. 17-21	Sept. 24-28	Oct. 1-5	Oct. 8-12	Oct. 15-19	Oct. 22-26	Oct. 29 Nov. 2	Nov. 5-9	#3 Nov. 13-16	#4 Nov. 19-21	Nov. 26-30	Dec. 3-7	Dec. 10-14	Dec. 17-21	#5 Dec. 24-28	
	501						503						505						507	OJT	507					
OJT	517				502					504					506					OJT		508				
	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619		620	621	622	623		
	AS	AS	AS	AS/C	AS/C	AS	AS/C	AS	AS	AS/C	AS	AS	AS/C	AS	AS	AS/C	AS	AS	AS/C		AS	AS	AS/C	AS	AS	
		ATO	RA	ATO	ATO	ATO-J	ATO	CSO	CCN	ATO	CM	CISM	CTC	CBT	CBT	ATO	BTLS	CM	CCN		CM	CSO	CSM	CM		
				CS	CTT	CISM	SC-R	HNU		FS	CSM	GCT	FSS	CM	GHFS	NST	IFTO	CSO			IV	FSS	TDT	CSO		
					CSO	CPR				M			RRB	CSO	RCM	RSA	HNU	FS			SC-T4T					
						NST										VO										

#6	Jan. 2-4	Jan. 7-11	Jan. 14-18	#7 Jan. 22-25	Jan. 28 Feb. 1	Feb. 4-8	Feb. 11-15	#8 Feb. 19-22	Feb. 25-29	Mar. 3-7	Mar. 10-14	#9 Mar. 17-20	Mar. 24-28	Mar.31 Apr.4	Apr. 7-11	Apr. 14-18	Apr. 21-25	Apr. 28 May 2	May 5-9	May 12-16	May 19-23	#10 May 27-30	June 2-6	June 9-13	June 16-20	June 23-27
	508				510						512						514						516			
	509						511						513						515						517	
	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	
	AS/C	AS	AS	AS/C	AS	AS	AS/C	AS	AS	AS	AS	AS	AS/C	AS	AS	AS	AS	AS	AS	AS	AS	AS	AS	AS	CM	
	FS	CSO	CCN	FSS	BTLS	CCN	FS	CCN	CSM	HR	RCM	CCN	FSS	NST	BTLS	DBT	CBT	CBT	IV	CM	CCN	CM	FSS	CCN	FS	
	M				RCM	CM		CSO	FI	RSA	HNU	CM		T4T	CH	M	CCN	FSA		CSO		CW	HNU	RRA	NST	
	NST								HN						CSO	CW	FSMJ	CM	SAN					CSO		PM

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